DOCUMENT RESUME

ED 126 974 JC 760 427

AUTHOR Brawer, Florence B.
TITLE A Profile of Music Instructors in Two-Year Colleges.
INSTITUTION Center for the Study of Community Colleges, Los Angeles, Calif.
PUB DATE 76
NOTE 8p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *College Faculty; Community Colleges; Humanities; Job Satisfaction; *Junior Colleges; *Music Teachers; National Surveys; *Teacher Attitudes; *Teacher Characteristics; Teacher Qualifications

ABSTRACT

In 1975, the Center for the Study of Community Colleges conducted a national survey of humanities faculty in two-year colleges. This paper summarizes the characteristics of 90 music instructors included in the total sample of 1,493 full- and part-time faculty. Findings of the survey include: (1) 19% of the music instructors had been students in community/junior colleges as compared to 25% of the total sample; (2) 81% were males while 93% reported themselves to be white/Caucasian; (3) 97% held their highest degree in music; (4) more music instructors reported previous experience as a teacher or administrator at the secondary level than did any other group and fewer reported teaching experience at a four-year college or university; (5) one-fourth claimed to be department/division chairpersons at the time of the survey; (6) 80% held their positions full-time; (7) music instructors claimed to read professional journals in their discipline and professional education journals more than most other groups, however 94% claimed to read no journals or magazines of general interest; (8) music instructors rated aesthetic awareness as first among the qualities that students should gain from a two-year college education. For the full survey report, see ED 121 358. (JDS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED126974

CENTER FOR THE STUDY
OF COMMUNITY COLLEGES
1047 GAYLEY AVENUE - SUITE 104
LOS ANGELES, CALIFORNIA 90024

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A PROFILE OF MUSIC INSTRUCTORS IN TWO-YEAR COLLEGES

In spring 1975, the Center for the Study of Community Colleges surveyed 1493 people teaching the humanities in 156 two-year colleges throughout the country--carefully selected in terms of control, emphasis, locale, size, and age. Sponsored by the National Endowment for the Humanities, the project revealed data on attitudes towards students and the humanities, group affiliation, satisfaction, preference for further preparation, and demographic characteristics. In this paper music instructors in our sample are compared with the total group of faculty in art, anthropology, foreign language, history, liberal arts/drama, literature, music, philosophy, political science, religious studies, and social science.

Next to literature and English, more is written about music in two-year colleges than any other discipline. At the same time, music represents but a small segment of people teaching the humanities at the community/junior college. Of our own sample of 1493 subjects, drawn from 156 colleges, 90 or 6%* are music instructors. Overlap pertains, however. A music instructor may teach music history as well as music instrumentation or music appreciation, and by the same token, a historian may teach music appreciation. But what about this small portion of our humanities sample? How do they look in comparison with the total group? What similarities pertain between them and other disciplinary groups?

Of this population, 19% (25% total) had themselves been students in community/junior colleges. Almost all (97%) held their highest degree in music while 31% had a single or joint degree in education and 7% claimed history. This group represents the third highest male population, next to law/government and philosophy--81% (67% total). They cluster most in age groups of 31-35 and 46-50, followed by 36-40 years. Like all other groups, their ethnic background is overwhelmingly white/Caucasian (93%; 91% total). The number of books in the homes in which they were raised closely parallels the total group--over 200, 36% music and 38% total; 26-100, 23% music, 26% total; 101-200, 19% music and 19% total; and 11-25, 16% music and 10% total.

Experience

Of all the disciplines represented in our humanities population, music stands out as having fewer instructors who responded "none"

*All figures are rounded.

JC 760 427

when asked how many years they had spent as instructors or administrators in secondary schools. Whereas 41% of the total sampled answered "none," 21% of the music people so responded. More instructors in this discipline worked at this level of education 3-4 years, 5-10 years, and 11-20 years. But conversely, more music people (58%) than the total (55%) indicated no years working experience at a four-year college or university beyond the level of teaching/research assistant. In this respect, they are exceeded only by instructors in foreign language and law/government. Typically, music people also spent fewer years in any two-year college than the total population.

As for special responsibilities within the two-year college, except for instructors in religious studies and social sciences, more music instructors had acted as department or division chairpersons. Most music instructors claimed no responsibilities as directors of special programs (83% music, 81% total) or as college administrators (84% music, 84% total).

When it comes to the years they had worked in their current institutions, most of our music instructors claimed 5-10 years, then 3-4, 1-2, 11-20, and over 20 years.

Chairpersons

Nearly one-fourth of the music instructors in our sample claimed to be currently acting as chairpersons of their departments or divisions, as compared with 15% of the total population. Of these, 27% said they had employed people holding the doctorate (48% total), 100% (87% total) reported no pressure from administrators to hire or not hire, and 55% (61% total) said they planned to hire doctorate holders. Yet, 9% of the music people and 30% of the total sample indicated they would hire the best person, regardless of degrees held, while 27% of the music people and 16% of the total sample believed doctorate holders were more capable/knowledgeable. When it comes to actual experience with doctorate degree holders, 14% of the music people (24% total) volunteered that they were fine/excellent/good teachers, whereas 22% of both groups felt that their performance was the same as other teachers not holding the doctorate.

Hours, Full-time/Part-Time

Previous research has suggested that music instructors tend to spend more time in instruction than people affiliated with other disciplinary groups. Our own data bear this out in that while fewer music than total instructors spend fifteen hours or less in classroom teaching, considerably more designate 16-18 hours (21% music, 13% total) and more than 18 hours (26% music, 8% total).

Thus, it is not surprising that next to liberal arts/drama (82%) and literature instructors (88%), more music instructors (80%) are considered to be full-time faculty than any other disciplines. This compares with 76% of the total sample claiming full-time status.

Reference Groups

When it comes to various groups who are assessed in terms of their usefulness as sources of advice on teaching, music instructors look much like the preponderant number of people in our sample. Like the total group, they rank as quite useful (in order of preference) colleagues, students, department chairpersons, and professional journals. They see as tied for fifth place university professors (fifth for the total) and programs of professional organizations (sixth for the total). High school teachers are next to last for both the music and total populations, and administrators are rated last by both groups.

Professional Journals

In one sense, journals might also be seen as reference groups. For example, if one is greatly dependent on the professional journals in his/her discipline as sources of information, this then strengthens the disciplinary group as a reference source. Along this vein, fewer music instructors than instructors in most other fields (exceptions are art, anthropology, and history) claim to subscribe to and/or read no journals within their specific discipline. Slightly more (18%) than the total (16%) indicate three such journals, four (14% music, 9% total) and five (6% music, 5% total).

Music people also claim to read professional education journals more than most disciplines, with only history (56%) and literature (58%) instructors responding "none" to the question regarding these journals. Sixty-one percent of the music instructors and 64% of the total group so reply. Conversely, more music people (94%) than any other discipline say they subscribe to and/or read no journals or magazines of general interest (78% total).

Professional Development

More people teaching music (76%) than any other group (68% total) report they are not working on any degree. At the same time, with the exception of liberal arts/drama (91%), more people in this disciplinary group (90%) than any other (total 86%) say they would like to take steps toward professional development in the next five years. Choices included in these steps are enrolling in courses in a university (37% music, 32% total), and attaining a Ph.D. or Ed.D. (29% music, 34% total), and to a considerably lesser respect, obtaining a master's degree (11% music, 8% total).

When queried regarding their intended activities during a free summer, music people fall below most others in replying with "travel" (38% music, 53% total). More point to a combination of meeting classes, doing research, and participating in workshops (43% music, 42% total) and nearly as many cite a combination of taking classes, studying, and reading (37% music, 33% total). Opting for recreation/rest are 22% of the music people and 17% of the total, while 27% of the music instructors (8% total) indicate creating/performing/painting--the largest such group except for art (43%).

Were they to begin their preparation all over again before teaching, 31% of the music people (33% total) would do the same/change nothing; 14% (12% total) would study humanities; and 13% (9% total) would do more student teaching.

Five Years Hence

Regarding the type of position they might consider five years hence--and the degree of attractiveness held by these positions--music people follow the total group in terms of ranking the first four alternatives as "very attractive." In order of preference, they indicate a faculty position in a four-year college or university, doing what they are currently doing, a school outside the United States, and a faculty position at another community or junior college. Fifth for the music people (sixth, total) is a non-teaching/non-academic position, sixth (fifth, total) is an administrative position in a community or junior college, seventh (eighth, total) is "have no idea," and tied for eighth are a position in a professional association (seventh, total) and any position but one at their current college (ninth, total).

Affiliation

Activities in professional associations present one way of looking at the degree of affiliation of people and groups. In this sense, next to history instructors, people who teach music appreciation/history tend to be the most affiliated. Only 17% of the music people (23% total) note they belong to no professional organization. One such organization is cited by 30% (27% total); two (20% music, 24% total); three (18% music, 16% total); four (9% music, 8% total), and five (7% music, 2% total).

Attending one or more regional/national meetings in the past three years were 29% of the music instructors (24% total) while two meetings were indicated by 12% of both responding groups. Few papers were presented by any group--91% of the people teaching music and 90% of the total group respond in the negative to having presented a paper, while but 9% (8% total) pointed to one.

A different type of affiliation measure is indicated by the group cohesion variable that we have developed. Together with the total group, music people rank their friends first as the group with which they are most affiliated. Second for the music people (third total) are other instructors in their field; third (second total) is family; fourth, fifth, and sixth for both groups are most instructors at their school, teacher organizations, and their students.

Students

One way in which music instructors differ most from their colleagues in other disciplines is in terms of the qualities they feel students should gain from a two-year college education. This difference is seen not only when music people are compared with most of the sample, as reflected in the total population, but also, with each of the individual disciplines and the total non-humanities population of 505 instructors. (See Chart, page 6).

Although they differ regarding qualities gained from the two-year college experience, music instructors are fairly similar to other humanities instructors in terms of the number of courses they feel should be required for students in two-year occupational programs. Like the total population, they first choose six or more courses. Next for the music people is the selection of two courses (fourth for the total); third is four (second for total); fourth, three (third for total). Tied for fifth ranking are one (sixth for total) and five (fifth for total), and last for both the music and total sample is none.

Of the non-course related offerings, 70% of the music instructors and 55% of the total rank concerts and recitals as too few; 64% music and 69% total see colloquiums and seminars as too few; 53% music and 52% total rank lectures as too few and 51% of the music people and 57% of the total see exhibits as too few. Less than half of the instructors (33% of the music and 42% total) see films offerings as too few.

Experiences and Curriculum

Music people are somewhat similar to other humanities instructors in the ways they experience the humanities other than through their teaching. Visiting art museums/attending shows/exhibits/concerts/theatre/films is indicated by 66% of the music and 59% of the total; reading, 41% music and 50% total; participating in theatre groups, 24% music and 16% total; everyday experiences, 13% music and 16% total; attending classes/lectures/seminars, 12% music and 19% total; and listening to records/TV/radio, 11% music and 21% total. The disparity in the latter experience is interesting.

As for changes that had taken place in humanities instruction at their colleges in the past seven years, 31% of the music instructors

HOW WOULD YOU RATE THE QUALITIES THAT STUDENTS SHOULD GAIN FROM A TWO-YEAR COLLEGE EDUCATION?

QUALITIES	DISCIPLINE												
	Total Humanities N=1493	Art N=104	Anthropology N=42	Foreign Language N=210	History N=246	Law/ Govt. N=139	Lib. Arts/ Drama N=110	Literature N=406	Music N=90	Philosophy N=70	Religious Studies N=30	Social Science N=46	Non-Humanities N=505
Knowledge & skill directly applicable to their careers;	5	5	4	3	4	4	5	4	2	4	3*	4	1
An understanding & mastery of some academic discipline;	6	6	6	5	6	6	6	6	5	6	4	6	5
Preparation for further formal education;	3	3	2	2*	3	3	4	5	4	1	2	3	4
Self-knowledge & a personal identity;	1	1	1	1	2	2	1	1	3	2	1*	2	2
Aesthetic awareness;	4	2	5	4	5	5	2	3	1	5	3*	5	6
Knowledge of & interest in community & world problems;	2	4	3	2*	1	1	3	2	6	3	1*	1	3

* Tied response

and 29% of the total group cited the addition/improvement of humanities courses, with an assortment of other changes being selected anywhere from 2% to 6% of the times. Little or no changes were noted by 18% of the music people and 11% of the total sample. But when it comes to changes they would like to see effected, more alternatives are suggested. The addition/improvement of courses is noted by 24% of the music people and 30% of the total group; more extra curricular courses by 13% music and 11% total sample; improvement in teaching techniques by 11% music and 5% total, and improved facilities/materials by 10% music and 7% total.

The Colleges

Music people are predominantely in public colleges (91%) that are comprehensive (94%); and single campus institutions (79%). Colleges built between 1960-1969 account for 49% of these people while 47% are in those built in 1959 and earlier. Twenty-two percent are in institutions with student enrollments of 5000-7499; 17% in colleges 15,000 and larger; and 11% in colleges with 1000-1499 students. Thus, there is no decided trend to either large or small institutions.

In Sum

Music people stand out as different from the total population in several instances. They are predominantely male, chiefly fall in the 31-35 and 46-50 age group, and had for the most time spent some years as instructors or administrators in secondary schools prior to their two-year college experiences. Many had been department or division chairpersons, one-fourth claiming such responsibilities at the time they completed the Faculty Survey, and they are extremely well represented in full-time instructor status. A variety of other responses also set them apart as quite different from the majority of humanities instructors in our sample.

Florence B. Brawer
1976

UNIVERSITY OF CALIF.
LOS ANGELES

SEP 17 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES